



Texas Title I, Part C - CNA/SDP/Evaluation Alignment Chart 2025-26

GOAL AREA #1: READING LANGUAGE ARTS (RLA) and MATHEMATICS

State Performance Target: In 2025-26, 44 percent of students in grades 3-12 will score proficient or above on STAAR RLA Assessments and English I/English II End-of-Course (EOC) Tests, and 38 percent will score proficient or above on STAAR Math Assessments and the Algebra I EOC Test.

Concern Statements: We are concerned that migratory students generally achieve lower proficiency rates on state RLA, math, and EOC assessments than non-migratory students; and migratory students are not receiving appropriate RLA and math instructional services to meet their needs.

Data Summary: On 2022-23 STAAR assessments, 32 percent of migratory students in grades 3-8 scored proficient or above in RLA compared to 52 percent of non-migratory students. Twenty-eight (28) percent of migratory students in grades 3-8 scored proficient or above in math compared to 43 percent of non-migratory students. Twenty-nine (29) percent of migratory students scored proficient on the English I EOC compared to 54 percent of non-migratory students; 30 percent of migratory students scored proficient on the English II EOC compared to 56 percent of non-migratory students; and 24 percent of migratory students scored proficient on the Algebra I EOC compared to 45 percent of non-migratory students.

Need Statement: The percentage of migratory students in grades 3-8 scoring at grade level or above on STAAR assessments needs to increase by 20 percentage points in RLA and by 15 percentage points in math to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 1-1: Coordinate/provide supplemental RLA instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).</p> <p>Strategy 1-2: Coordinate/provide supplemental math instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).</p>	<p>MPO 1A: By the end of the 2025-26 performance period, 60 percent of eligible migratory students in grades K-12 who received supplemental reading instruction through Title I, Part C funds will improve their score by five percent on curriculum-based reading assessments, as reported in TX-NGS.</p>	<p>What percentage of eligible migratory students in grades K-12 who received reading instruction through Title I, Part C funds (PFS and non-PFS) made a five percent gain on curriculum-based reading assessments?</p>	<p>Were curriculum-based reading assessments used to assess eligible migratory students' reading skills?</p>
	<p>MPO 1B: By the end of the 2025-26 performance period, 60 percent of eligible migratory students in grades K-12 who received supplemental math instruction through Title I, Part C funds will improve their score by five percent on curriculum-based math assessments, as reported in TX-NGS.</p>	<p>What percentage of eligible migratory students in grades K-12 who received mathematics instruction through Title I, Part C funds (PFS and non-PFS) made a five percent gain on curriculum-based mathematics assessments?</p>	<p>Were curriculum-based mathematics assessments used to assess eligible migratory students' mathematics skills?</p>
	<p>MPO 1C: By the end of the 2026 summer program, 82 percent of eligible migratory students in grades K-8 who participated in Project SMART will improve their score by five percent on Project SMART assessments, as reported in TX-NGS.</p>	<p>What percentage of eligible migratory students who participated in Project SMART (PFS and non-PFS) improved their score by five percent on Project SMART assessments?</p>	<p>Which ESCs/projects provided Project SMART during the summer?</p>

GOAL AREA #2: SCHOOL READINESS

State Performance Target: The delivery of services to migratory children ages 3-5 is a provision under Title I, Part C. Texas does not have a state performance target for school readiness.

Concern Statements: We are concerned that migratory children ages 3-5 are not receiving instructional services due to limited access to, resources for, and guidance on, services and existing programs; and families of migratory children ages 3-5 are not aware of the importance of early childhood and preschool programs and their impact on school readiness.

Data Summary: In 2022-23, 57 percent of the eligible migratory children ages 3-5 (not in kindergarten) participated in Title I, Part C - or non- Title I, Part C funded preschool services; 15 percent of families surveyed indicated a need for support in preparing their young children for school; and the experts on the NAC indicated that families of children ages 3-5 need resources to support school readiness and families/staff need training to help raise the awareness of early childhood school readiness programs.

Need Statement: The percentage of migratory children ages 3-5 receiving Title I, Part C - or non- Title I, Part C -funded instructional services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 2-1: Coordinate/provide needs-based instructional services to eligible migratory children ages 3-5, not in kindergarten.	MPO 2A: By the end of the 2025-26 performance period, 55 percent of eligible migratory children ages 3-5 (who are not in kindergarten) will receive Title I, Part C - or non- Title I, Part C -funded school readiness instructional services, as reported in TX-NGS.	What percentage of eligible migratory children ages 3-5 participated in Title I, Part C -and/or non- Title I, Part C -funded school readiness instructional services?	In which school readiness instructional services did eligible migratory children participate?
Strategy 2-2: Coordinate/provide training and resources on school readiness to families of eligible migratory children ages 3-5, not in kindergarten.	MPO 2B: By the end of the 2025-26 performance period, 80 percent of eligible migratory children ages 3-5 who participated in ABB will improve their score by five percent on ABB assessments, as reported in TX-NGS.	What percentage of eligible migratory children ages 3-5 who participated in ABB improved their scores by five percent on ABB assessments?	Which ESCs/projects provided ABB instruction to eligible migratory children?
	MPO 2C: By the end of the 2025-26 performance period, 80 percent of parents of eligible migratory children surveyed who received school readiness training and/or resources from the TXMEP will report an increased understanding of the importance of school readiness.	What percentage of parents surveyed reported that the training and/or resources they received from the TXMEP increased their understanding of the importance of school readiness?	What types of school readiness parent engagement training and resources were offered to parents of eligible migratory children?

GOAL AREA #3: HIGH SCHOOL GRADUATION/SERVICES TO OSY

State Performance Goal: In 2025-26, 90 percent of students will graduate from high school (4-year cohort rate).

Concern Statements: We are concerned that enrolled secondary aged migratory students are not graduating at the same rate as non-migratory students and may not be receiving appropriate and targeted instruction aligned to their needs to be proficient with coursework, state assessments, and career readiness; secondary aged migratory students and OSY need additional support with appropriate course and grade-level placement based on transcript review, credit accrual, graduation planning, short and long-term goal setting, career exploration, etc.; and migratory OSY have limited access to, guidance on, and resources for services and existing programs.

Data Summary: In 2022-23, 55 percent of migratory students graduated compared to 89.7 percent of non-migratory students. Twenty-nine (29) percent of migratory students (54 percent non-migratory students) scored proficient on the English I EOC, and 24 percent (45 percent non-migratory) scored proficient on the Algebra I EOC. Forty-six (46) percent of staff surveyed indicated that migratory students need secondary counseling and 38 percent indicated that students need counseling on options after HS; and 26 percent of students/OSY surveyed indicated a need for assistance with completing HS classes. The experts on the NAC report that migratory OSY have limited access to services and existing programs.

Need Statement: The migratory student graduation rate needs to increase by 35 percentage points to eliminate the gap between migratory and non-migratory students, and the percentage of migratory students scoring proficient needs to increase by 25 percentage points on the English I EOC and 21 percentage points on the Algebra I EOC.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 3-1: Coordinate/provide credit accrual/recovery/acceleration options/support to eligible migratory high school students who lack credits and/or are not on track for graduation.</p>	<p>MPO 3A: By the end of the 2025-26 performance period, 20 percent of eligible migratory high school students not on track to graduate will receive Title I, Part C -funded high school credit accrual/recovery options and/or advocacy, as reported in TX-NGS.</p>	<p>What percentage of migratory HS students who are not on track to graduate (PFS and non-PFS) received TXMEP high school credit accrual/recovery options and/or advocacy?</p>	<p>In what ways did projects provide high school credit accrual/recovery options and/or advocacy?</p> <p>What types of TXMEP instructional services were provided to eligible migratory HS students?</p>
<p>Strategy 3-2: Coordinate/provide appropriate and targeted instructional services for eligible migratory high school students.</p>	<p>MPO 3B: By the end of the 2025-26 performance period, 40 percent of eligible migratory high school students will receive TXMEP supplemental instructional services, as reported in TX-NGS.</p>	<p>What percentage of eligible migratory HS students (PFS and non-PFS) received TXMEP instructional services?</p>	
<p>Strategy 3-3: Coordinate/provide opportunities and access to college and career readiness for eligible migratory high school students and OSY.</p>	<p>MPO 3C: By the end of the 2025-26 performance period, 40 percent of eligible migratory high school students and OSY will receive Title I, Part C -funded post-secondary preparation, career exploration, guidance counseling, and/or student retreats, as reported in TX-NGS.</p>	<p>What percentage of eligible migratory HS students and OSY (PFS and non-PFS) received TXMEP post-secondary preparation, career exploration, guidance counseling, and/or student retreats?</p>	<p>What types of TXMEP post-secondary preparation, career exploration, guidance counseling, and/or student retreats were provided to eligible HS students and OSY?</p>
<p>Strategy 3-4: Coordinate/provide opportunities and access to resources and services to meet the unique needs of eligible migratory OSY.</p>	<p>MPO 3D: By the end of the 2025-26 performance period, 40 percent of eligible migratory OSY will receive appropriate targeted guidance and supplemental services from the TXMEP, as reported in TX-NGS.</p>	<p>What percentage of eligible migratory OSY (PFS and non-PFS) received appropriate targeted guidance and supplemental services from the TXMEP?</p>	<p>What types of Title I, Part C -funded guidance and supplemental services were provided to eligible migratory OSY?</p>

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: The delivery of non-instructional support services to migratory students is a provision under Title I, Part C. Texas does not have a state performance target for non-instructional support services.

Concern Statements: We are concerned that staff who work with migratory children need high-quality PD to better understand, support, and coordinate academic and social-emotional services to meet their identified needs; migratory children are not receiving, or have limited access to, targeted non-instructional support services; migratory children and their families need coordinated support on how to access and utilize community services; and migratory families need coordinated training and resources on strategies to support their children’s learning.

Data Summary: In 2022-23, 48 percent of staff surveyed reported a need for PD on parent engagement strategies and reading/literacy strategies, 39 percent math strategies, and 34 percent ID&R. The experts on the NAC report that Title I, Part C -funded districts need ongoing and continuous support and information about general knowledge of the TXMEP and support services. Seventy-two (72) percent of families, 60 percent of staff, and 35 percent of students/OSY surveyed indicated that school supplies are needed; and 40 percent of families, 38 percent of staff, and 16 percent of students/OSY indicated that clothing is needed. Thirty-eight (38) percent of families surveyed indicated a need for training on how to help their children with homework assignments and a need for educational materials at home to help their child.

Need Statement: The percentage of migratory students receiving needs-based support services to eliminate barriers to school success need to increase, the percentage of staff reporting that they are prepared to support migratory students needs to increase, and the percentage of parents reporting that they have the skills needed to support their child’s learning needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 4-1: Coordinate/provide high quality PD to TXMEP and non-TXMEP staff so they can better understand the unique academic and social-emotional needs of eligible migratory children.	MPO 4A: By the end of the 2025-26 performance period, 80 percent of TXMEP/LEA staff surveyed who received professional development through the TXMEP will report that they are better prepared to support migratory students.	What percentage of TXMEP/LEA staff surveyed reported that TXMEP PD helped them be better prepared to support eligible migratory students?	What types of PD were provided to TXMEP/LEA staff?
Strategy 4-2: Coordinate/provide non-instructional support services to meet the needs of eligible migratory children and their families.	MPO 4B: By the end of the 2025-26 performance period, 65 percent of eligible migratory children and youth (P3-12 and OSY) will receive Title I, Part C -funded support services, as coded on the supplemental support services report in TX-NGS.	What percentage of eligible migratory children and youth (PFS and non-PFS) received Title I, Part C -funded support services?	What types of Title I, Part C -funded support services were provided to eligible migratory children and youth?
Strategy 4-3: Coordinate/provide training and resources to parents of eligible migratory children and youth to build their skills to support their child’s educational needs.	MPO 4C.1: By the end of the 2025-26 performance period, 80 percent of parents of eligible migratory children and youth surveyed who participated in training and/or received resources/information offered by the TXMEP will report that they feel better prepared to support their child’s education. MPO 4C.2: By the end of the 2025-26 performance period, 80 percent of LEAs/SSAs/ESCs responding will rate their implementation of Strategy 4-3 (training/ resources for parents) as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI).	What percentage of parents surveyed reported that they feel better prepared to support their child’s education? What percentage of LEAs/SSAs/ESCs rated their implementation of Strategy 4-3 as “succeeding” or “exceeding” on the FSI?	What types of parent training and/or resources/information were offered to parents of eligible migratory children? In what ways did LEAs/SSAs/ESCs implement Strategy 4-3?

